



Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. This scorecard provides important facts related to student performance, school facilities, and the academic and extracurricular opportunities available at this school. Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this scorecard objectively illustrate the progress of this school, the best way to gauge a school's quality is to get involved. Be sure to review the back page of this document for ideas on engaging with your school community, such as volunteering or attending parent-teacher conferences. You can also compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It's my hope that you use this information to hold principals, school staff and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,



Kaya Henderson
Chancellor



3950 Chesapeake St. NW, Washington, DC 20008

Phone: (202) 282-0120 | Fax: (202) 282-0077

Principal: Peter Cahall | pete.cahall@dc.gov

Web Site: www.dcps.dc.gov/DCPS/wilson

School Hours: 8:45 a.m. – 3:15 p.m.

As Washington's largest comprehensive public high school, Woodrow Wilson High School is home to a very diverse student population. In 2011, the entire campus underwent a complete

\$105 million modernization just in time for our 75th anniversary. More than 9 out of 10 Wilson graduates attend college and members of last year's class were accepted to over 200 universities and junior colleges across 41 states and the District of Columbia and offered over \$18 million in scholarships. Wilson currently offers Advanced Placement (AP) college level courses in 27 subject areas as well as six smaller learning communities or academies. In addition, Wilson fields 26 varsity and junior varsity sports teams and boasts over 44 extracurricular clubs and activities.

PROGRAMS (2011–12)



ACADEMIC ENRICHMENT

- Wilson International Studies Program
- The Future Project - Mentor/Coaching
- Science, Mathematics and Technology (SciMaTech) Academy
- Academy of Finance
- Humanities, Arts & Media Academy
- Junior ROTC
- Academic, Athletic Achievement Academy
- The Math Center
- National Honor Society
- Science Exploration After School Program



WELLNESS AND FITNESS

- Health Corps
- Chartwells Food Services
- New Heights
- Brainfood (off-site, nutrition education, career exploration)
- Fall Sports - Soccer, Volleyball, Football, Cross Country
- Winter Sports - Track, Basketball, Swimming, Skiing, Hockey
- Spring Sports - Softball, Baseball, Crew, Lacrosse
- Year Round Sports - Cheerleading, Ultimate Frisbee, Fitness Training



ARTS AND CULTURE

- Wilson Musical and Plays
- World Languages: American Sign Language (ASL), Chinese, Italian, French, Latin & Spanish
- Peaceable Schools
- Tiger TV and Interactive Media Program
- The Beacon Newspaper
- Student Government Association
- Marching Band
- Library Media Crew
- Fashion Club
- Urban Debate League

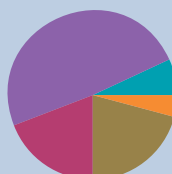
SCHOOL IMPROVEMENT STATUS

Restructuring Year 2 — This school has failed to make AYP for six years. This school must implement its restructuring plan at the beginning of the school year and continue to offer Public School Choice and Supplemental Educational Services to eligible students.

STUDENT DEMOGRAPHICS (2010–11)

Enrollment: **1,534**

- Black: 49%
- Hispanic/Latino: 19%
- White: 21%
- Asian: 7%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 4%



English language learners: 24%

Free and reduced-price lunch: 43%

Special education: 12%

In-boundary: 55%

Wilson High School



STUDENT PERFORMANCE

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

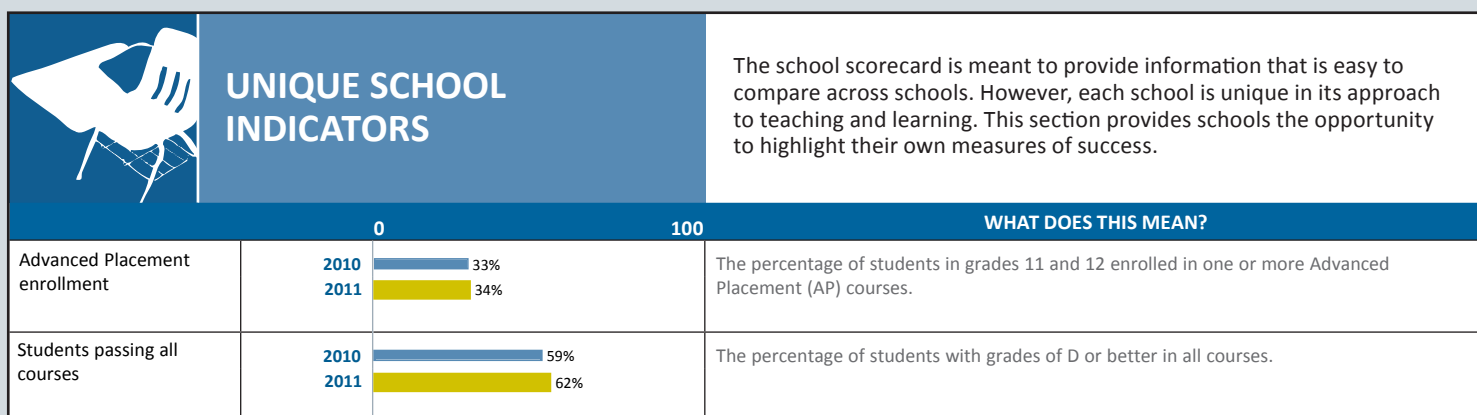
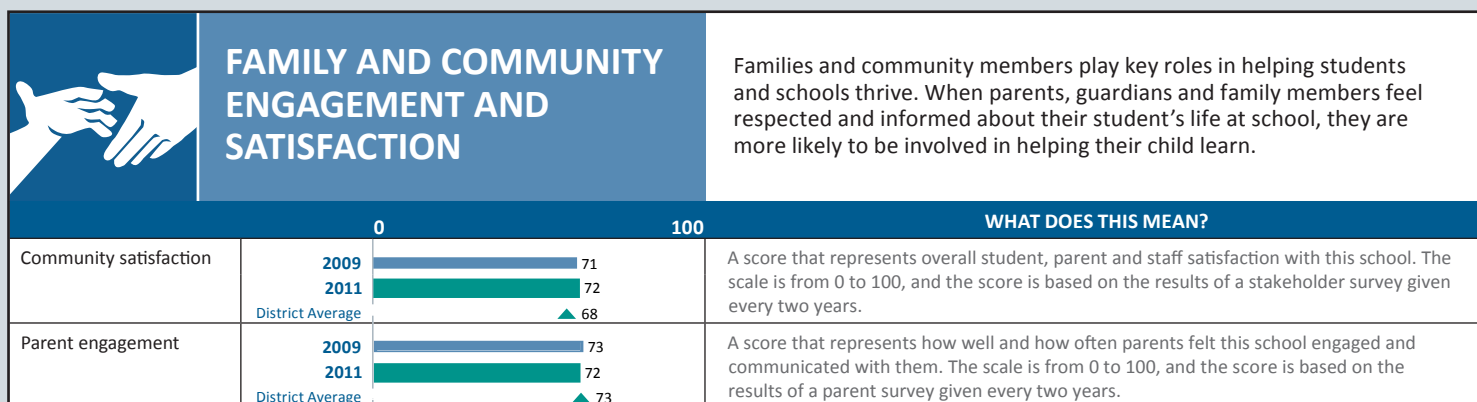
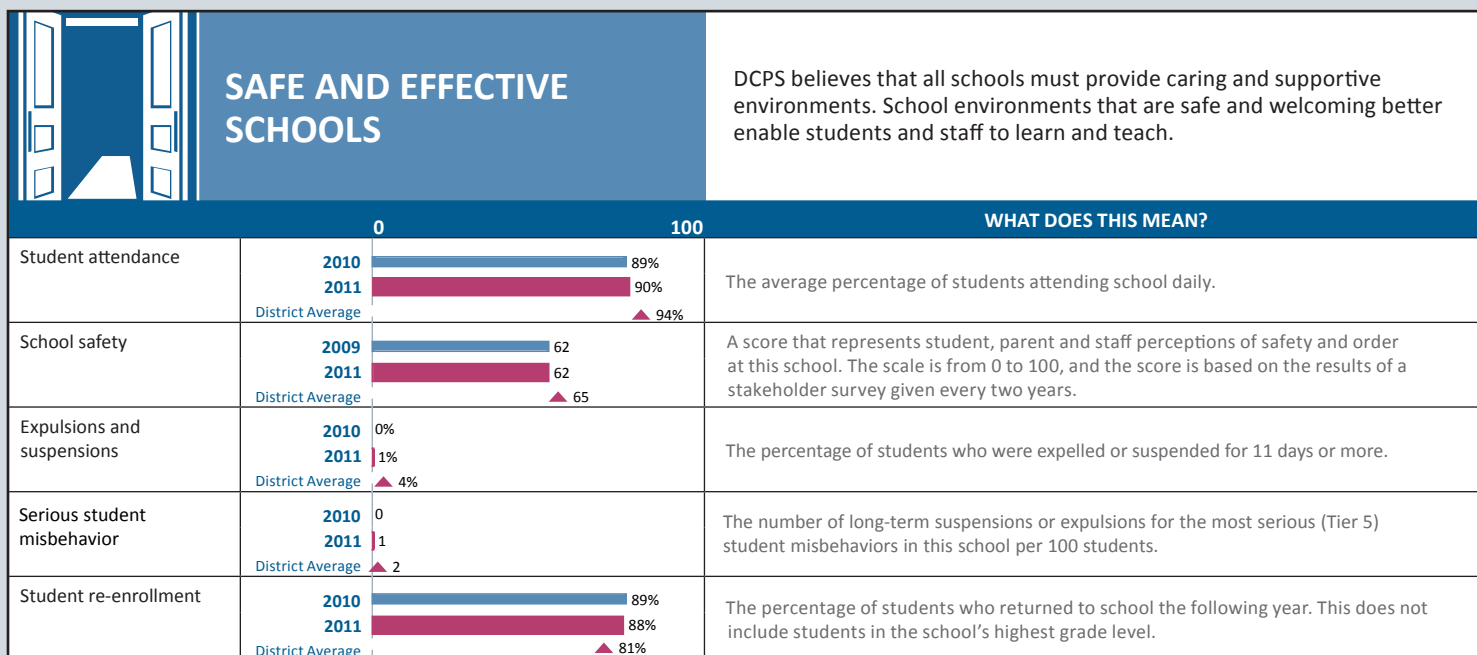
		0	100	WHAT DOES THIS MEAN?
Meeting or exceeding math standards	2010: 67% 2011: 52% District Average: 46%			The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
Meeting or exceeding reading standards	2010: 64% 2011: 66% District Average: 44%			
Exceeding math standards	2010: 24% 2011: 17% District Average: 12%			The percentage of students performing at the highest level, Advanced, on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
Exceeding reading standards	2010: 21% 2011: 25% District Average: 13%			
Graduation rate	2009: 80% 2010: 82% District Average: 73%			The graduation rate at this school is based on the total number of graduates for a given year and is divided by this total plus the total number of dropouts over the previous four years.
5-year graduation rate	2010: N/A 2011: N/A District Average: N/A			These data will be available in fall 2012. At that time, all graduation rates will be based not on the total number of graduates in a given year, but on the four- and five-year high school outcomes of various 9th grade cohorts.
College enrollment	2009: 61% 2010: 65% District Average: 44%			The percentage of students graduating in June or August that are registered at a college or university the fall following their high school graduation.
Advanced Placement performance	2010: 46% 2011: 45% District Average: 30%			The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.
Student engagement	2009: 78 2011: 79 District Average: 80			A score that signals students' level of effort and interest in their classes, as well as students' confidence in their own educational success. The scale is from 0 to 100, and the score is based on the results of a student survey given every two years.
Retention of effective and highly effective teachers	2010: N/A 2011: 89% District Average: 83%			The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to this school from the previous year.



STUDENT PROGRESS

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

		0	100	WHAT DOES THIS MEAN?
9th grade completion	2010: 68% 2011: 70% District Average: 56%			The percentage of first-time 9th grade students who earned enough credits by the end of the spring semester to be promoted to 10th grade. These students are on track for graduation.
Student growth in math	2010: 51% 2011: 43% District Average: 46%			
Student growth in reading	2010: 53% 2011: 55% District Average: 51%			The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.




Wilson High School

Facilities:

Art room	
Auditorium	
Computer lab	
Gym	
Media center	
Music room	
Outdoor recreation space	
Science lab	

Other:

Parent organization	
School uniform	
Title I	

Feeder School(s):

Hardy Middle School
Oyster-Adams Bilingual School
Deal Middle School

Community Partnerships:

Latin American Youth Center,
Teen Women In Action

Kennedy Center for the
Performing Arts

FIRST Robotics, NASA,
DCPS-CTE

Architecture Construction and
Engineering (ACE) Mentors

Operation HOPE - Financial
Literacy

American University

Asian American LEAD

National Institutes of Health

Lois Adelson & Arlene Kogod

Metropolitan Washington
Airports Authority

Career Pathways:

Accounting and Finance

Business Administration

Engineering (PLTW)

Sustainable Environments


International Studies &
Humanities


Hospitality and Sports
Management

Biomedical Sciences/Health
Careers (PLTW)

Interactive Media &
Communications

GETTING TO SCHOOL

 M4 (Nebraska Avenue)
H2, H3, H4 (Crosstown)

 Red Line: Tenleytown

WHAT YOU CAN DO

Parents and community members play an important role in ensuring that every child, in every classroom across the district, receives the high-quality education he or she deserves.

Volunteer at school. Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the office and the library, as well as help plan and staff events, write grants, and much more. For more information, check with the principal or visit www.dcps.dc.gov/DCPS/volunteer.

Join the school's parent organization. Parent organizations are an important part of every school community. They provide ways to support students through community events, fundraising and other activities. Joining a parent organization helps parents meet other parents who are engaged in their child's education. For more information, contact the school.

Attend parent-teacher conferences. Stay in touch with your child's teachers and ask that they be in touch with you. Ask your child's teachers about

what kind of classroom behavior they expect and how they reward positive behavior. Ask what your child should be learning, how well he or she is doing, and what you can do to help. Parent-teacher conferences will be held at school on Oct. 17, 2011; Feb. 6, 2012; and May 14, 2012.

Work with or run for the school advisory board. This group advises the principal on the comprehensive school plan — including specific programs and activities that strengthen student performance, create safe and effective schools, and involve parents and families. For more information, check with the principal.

Talk to your child about school. Your opinion matters to your child. Ask your child about one thing he or she learned at school, and keep asking every day! For more information, visit www.dcps.dc.gov/DCPS/studentsuccess.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

If you are interested in seeing the information contained here for every DCPS school, please visit www.dcps.dc.gov/profiles. You will be able to search for DCPS schools based on the information that you care about, and you will also be able to compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Be sure to let your school know if your contact information changes. Visit www.dcps.dc.gov regularly, and sign up to receive regular e-mail updates from DCPS at www.dcps.dc.gov/DCPS/enews.